

## Castle Heights Middle

2382 Firetower Rd.  
Rock Hill, SC 29730

**Grades** 6–8 Middle School

**Enrollment** 921 Students

**Principal** Kelly Kane 803–981–1400

**Superintendent** Dr. Randy Bridges 803–981–1000

**Board Chair** Bob Norwood 803–981–1000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	22	22	2

## IMPROVEMENT RATING

## BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 22 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Below Average	No

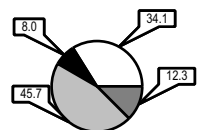
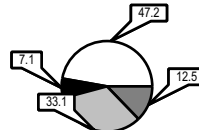
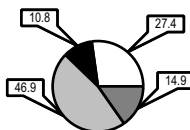
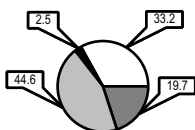
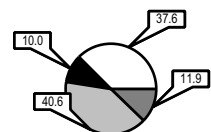
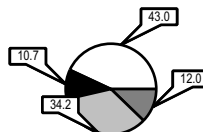
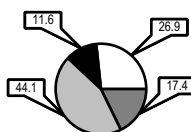
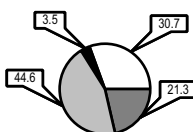
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	97.7	97.9
English 1	98.9	96.1
Biology 1/Applied Biology 2	N/A	80.0
Physical Science	N/A	78.4
All Subjects	98.3	96.9

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	916	98.6	32.6	44.9	19.8	2.7	31.8	Yes	Yes
<b>Gender</b>									
Male	443	98.2	41.9	40.4	16.2	1.5	25.8	N/A	N/A
Female	473	98.9	24.1	49.1	23.1	3.7	37.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	441	98.9	24.4	45.9	26.2	3.5	40.6	Yes	Yes
African American	369	98.1	41.5	44.8	12.1	1.5	21.5	No	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	97.6	44.1	32.4	23.5	0.0	23.5	I/S	Yes
American Indian/Alaskan	56	100.0	38.0	46.0	14.0	2.0	26.0	No	Yes
<b>Disability Status</b>									
Not Disabled	779	99.5	25.2	49.2	22.6	3.0	36.4	N/A	N/A
Disabled	137	93.4	78.3	18.3	2.6	0.9	3.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	916	98.6	32.6	44.9	19.8	2.7	31.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	24	95.8	61.1	33.3	5.6	0.0	11.1	I/S	I/S
Non-Limited English Proficient	892	98.7	32.0	45.2	20.1	2.7	32.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	528	98.5	41.9	44.6	12.3	1.3	21.4	No	Yes
Full-pay meals	388	98.7	20.2	45.3	29.9	4.6	45.9	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	916	98.9	26.5	47.4	15.0	11.0	38.7	Yes	Yes
<b>Gender</b>									
Male	443	98.6	27.3	47.7	13.1	11.9	37.1	N/A	N/A
Female	473	99.2	25.9	47.1	16.8	10.3	40.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	441	99.1	18.9	43.5	20.4	17.2	50.2	Yes	Yes
African American	369	98.4	34.5	51.8	10.0	3.6	25.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	41	100.0	32.4	47.1	8.8	11.8	23.5	I/S	Yes
American Indian/Alaskan	56	100.0	36.0	50.0	6.0	8.0	36.0	Yes	Yes
<b>Disability Status</b>									
Not Disabled	779	99.7	20.3	50.3	16.8	12.7	43.4	N/A	N/A
Disabled	137	94.2	65.2	29.6	4.3	0.9	9.6	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	916	98.9	26.5	47.4	15.0	11.0	38.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	24	100.0	44.4	50.0	0.0	5.6	11.1	I/S	I/S
Non-Limited English Proficient	892	98.9	26.1	47.3	15.4	11.2	39.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	528	98.7	33.4	49.5	11.2	5.9	28.8	Yes	Yes
Full-pay meals	388	99.2	17.3	44.6	20.2	17.9	52.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	916	98.0	46.7	33.4	12.6	7.3	19.9
<b>Gender</b>							
Male	443	97.3	45.1	32.7	11.9	10.4	22.3
Female	473	98.7	48.1	34.1	13.3	4.4	17.8
<b>Racial/Ethnic Group</b>							
White	441	98.9	33.7	33.9	20.7	11.7	32.4
African American	369	97.0	61.7	31.6	4.6	2.1	6.7
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	97.6	61.8	26.5	8.8	2.9	11.8
American Indian/Alaskan	56	98.2	46.0	44.0	6.0	4.0	10.0
<b>Disability Status</b>							
Not Disabled	779	99.1	41.0	36.4	14.4	8.2	22.6
Disabled	137	92.0	81.6	14.9	1.8	1.8	3.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	916	98.0	46.7	33.4	12.6	7.3	19.9
<b>English Proficiency</b>							
Limited English Proficient	24	95.8	77.8	11.1	5.6	5.6	11.1
Non-Limited English Proficient	892	98.1	46.0	33.9	12.8	7.3	20.1
<b>Socio-Economic Status</b>							
Subsidized meals	528	97.5	56.6	30.3	8.9	4.2	13.1
Full-pay meals	388	98.7	33.3	37.6	17.7	11.4	29.1

<b>Social Studies</b>							
All Students	916	97.9	33.3	46.2	12.4	8.2	20.6
<b>Gender</b>							
Male	443	97.1	33.1	44.8	10.9	11.2	22.1
Female	473	98.7	33.4	47.4	13.8	5.4	19.2
<b>Racial/Ethnic Group</b>							
White	441	98.4	25.1	46.9	15.5	12.5	28.1
African American	369	97.3	40.1	48.6	7.9	3.3	11.2
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	41	97.6	58.8	23.5	11.8	5.9	17.6
American Indian/Alaskan	56	98.2	40.0	44.0	12.0	4.0	16.0
<b>Disability Status</b>							
Not Disabled	779	98.8	28.6	48.0	14.2	9.2	23.4
Disabled	137	92.7	61.7	34.8	1.7	1.7	3.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	916	97.9	33.3	46.2	12.4	8.2	20.6
<b>English Proficiency</b>							
Limited English Proficient	24	95.8	72.2	16.7	5.6	5.6	11.1
Non-Limited English Proficient	892	98.0	32.4	46.8	12.6	8.2	20.8
<b>Socio-Economic Status</b>							
Subsidized meals	528	97.3	42.6	43.0	9.1	5.3	14.5
Full-pay meals	388	98.7	20.8	50.4	16.8	12.0	28.8

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	35.9	39.6	21.5	3.0	24.4
	7	309	99.0	35.1	46.1	17.7	1.1	18.8
	8	291	98.6	27.4	51.4	17.8	3.5	21.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	281	98.6	28.1	41.9	24.5	5.5	30.0
	7	328	98.5	37.1	44.6	17.3	1.0	18.4
	8	307	98.7	32.1	48.0	18.1	1.8	19.9
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	100.0	20.0	47.4	23.3	9.3	32.6
	7	309	99.0	40.1	39.0	11.7	9.2	20.9
	8	291	99.0	31.9	49.2	15.4	3.5	18.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	281	98.9	26.1	39.9	19.4	14.6	34.0
	7	328	98.8	23.8	51.0	15.3	9.9	25.2
	8	307	99.0	29.9	50.4	10.8	9.0	19.8
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	99.7	47.6	29.4	15.2	7.8	23.0
	7	309	98.7	41.3	38.4	10.3	10.0	20.3
	8	290	98.3	40.5	36.7	12.4	10.4	22.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	281	98.2	49.8	27.3	12.6	10.3	22.9
	7	328	97.0	47.6	33.9	12.3	6.2	18.5
	8	307	99.0	42.8	38.5	12.9	5.8	18.7
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	302	99.3	40.1	43.1	9.3	7.4	16.7
	7	309	98.1	48.9	38.6	7.5	5.0	12.5
	8	290	97.2	28.9	47.7	12.1	11.3	23.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	281	98.6	27.7	47.4	15.4	9.5	24.9
	7	328	96.6	43.3	40.2	8.6	7.9	16.5
	8	307	98.7	27.8	51.3	13.7	7.2	20.9

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 921)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	15.5%	Down from 19.6%	14.4%	16.7%
Retention rate	2.6%	Up from 1.9%	2.3%	2.5%
Attendance rate	96.3%	Down from 96.4%	95.8%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.2%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.7%	0.1%	1.0%
Eligible for gifted and talented	12.0%	Up from 9.9%	18.6%	15.6%
On academic plans	0.0%	N/AV	42.4%	39.9%
On academic probation	0.0%	N/AV	0.6%	0.7%
With disabilities other than speech	16.5%	Up from 14.9%	13.7%	12.4%
Older than usual for grade	4.2%	Up from 4.0%	4.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 1.5%	0.9%	0.9%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 57)</b>				
Teachers with advanced degrees	45.6%	Up from 44.1%	50.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.8%	N/A	7.8%	9.1%
Teachers with emergency or provisional certificates	6.3%	Up from 4.2%	3.5%	5.6%
Teachers returning from previous year	83.0%	Up from 82.3%	87.0%	84.6%
Teacher attendance rate	94.9%	Down from 95.5%	94.9%	94.8%
Average teacher salary	\$42,811	Up 3.5%	\$42,323	\$42,267
Prof. development days/teacher	8.5 days	Down from 9.3 days	12.4 days	11.9 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	3.0	3.0
Student-teacher ratio in core subjects	24.3 to 1	Down from 25.0 to 1	21.5 to 1	21.1 to 1
Prime instructional time	90.5%	Down from 91.2%	89.2%	89.0%
Dollars spent per pupil*	\$5,684	Up 4.7%	\$6,127	\$6,243
Percent of expenditures for teacher salaries*	52.1%	Down from 63.6%	60.4%	59.8%
Percent of expenditures for instruction*	63.3%		64.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	94.7%	Up from 86.4%	98.1%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Down from Excellent	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	3.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-2006 school year was one of renewed commitment for Castle Heights Middle School in response to a challenge for academic improvement.

Teachers at the school worked as designers of effective lessons and student work that were planned for genuine student engagement in learning. Teacher-led professional development supported this effort, as did the addition of the position of instructional coach to the school staff. Collaborative planning for instruction took place at both the team level and the grade level and was extended throughout content departments. An increase in technology resources also supported renewed efforts.

Students were involved in ongoing site standardized testing that allowed their teachers to identify and address individual academic needs. Students continued with both a school year and a summer recreational reading program, and many took part in both enrichment and academic assistance programs throughout the year.

Parents were involved through individual conferences for all students with identified academic concerns, and a plan of increased home-school communication was implemented.

A school-wide literacy initiative, which was guided by a teacher-led Literacy Team, seeded classroom libraries and supported literacy events, which involved staff, students and parents.

The school has begun the process to gain accreditation through the Southern Association of Schools and Colleges through an evaluative examination of school beliefs and practices. Castle Heights is confident that this goal of accreditation, as well as that of academic excellence, will be realized through collaborative effort and emphasis on effective and engaging instruction.

Kelly Kane, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	58	275	121
<b>Percent satisfied with learning environment</b>	82.8%	65.3%	83.5%
<b>Percent satisfied with social and physical environment</b>	93.1%	67.8%	78.3%
<b>Percent satisfied with school-home relations</b>	70.7%	81.8%	76.5%

\*Only students at the highest middle school grade level at this school and their parents were included.